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Delegates to the conference reached a consensus on several fundamental issues. Provision for expanding educational opportunities requires action at every level of instruction, from prekindergarten to post-graduate training.

The colleges and universities have an obligation to act immediately and decisively to eliminate discrimination and remedy its destructive consequences even though many of the causes lie outside the formal boundaries of their institution. A list of what should be accomplished first by the university to provide a strong base for further action and research programs and a list of specific action and research programs to guide the university in combating discrimination at every educational level are included.

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NEGRO EDUCATION

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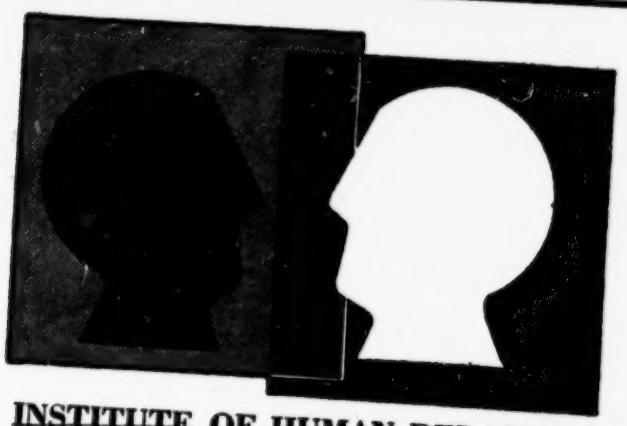
3rd INTER-UNIVERSITY CONFERENCE ON THE NEGRO

BLUEPRINT FOR ACTION

by universities

for achieving

INTEGRATION IN EDUCATION



INSTITUTE OF HUMAN RELATIONS
THE UNIVERSITY OF WISCONSIN

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

Bennett O. Stalvey

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Across the nation, north and south, the doors of higher education are opening to Negroes and to members of other disadvantaged groups.

This is as it should be, but it is not enough.

Educational opportunities are not equal when background or station in life withholds from an individual realization of his own potential and appreciation for what education can do for him.

Universities must correct this. Further, they must use the full range of their resources to help end all discrimination based on race, religion, national identity, economic status, or sex.

This is not just a matter of justice and morality, it is basic to the progress of all mankind.

The "Blueprint for Action" designed by the delegates to the Third Inter-University Conference on the Negro is sound. Let us build upon it.

Fred Harvey Harrington, President
The University of Wisconsin

The Institute of Human Relations of the University of Wisconsin is a center for the study of minority problems and social conflict. Located at UW-Milwaukee, it serves the State through the campuses at Madison, Milwaukee, the University Center system, and the statewide Extension system. The Institute's basic purposes are:

- **The continued examination of the nature, goals, and drives of minority groups, their relationships with the majority, and the effects of specific actions on these groups and the individuals within them.**
- **The study of the development and resolution of social conflict which arises out of conditions of denial and discrimination against minorities.**
- **The continuing integration of knowledge gained through such study and research into programs of action implemented by regularly constituted groups, including the University of Wisconsin itself.**
- **Facilitation and stimulation of efforts to increase the contributions to democratic pluralism made by the instructional, research, and service programs of the University.**

The Institute's goal is to rapidly increase the University's leadership in extending and intensifying the intellectual and moral impact of American institutions of higher education in achieving a fully integrated America.

For further information write: Dr. Lawrence C. Howard, Director, Institute of Human Relations, University of Wisconsin-Milwaukee, 3238 North Downer Avenue, Milwaukee, Wisconsin. Telephone: 228-4821.

BLUEPRINT for action

IN FEBRUARY, 1964, sixty delegates from twelve universities and colleges in the Midwest met to discuss the Negro in higher education. The conference, the third of its kind,[1] was held at Wingspread, The Johnson Foundation's Conference Center at Racine, Wis. Representatives of philanthropic foundations and predominantly Negro colleges were also present. This "Blueprint for Action" by midwestern universities, a distillation of conference ideas, shows how higher education can accelerate the process of racial integration in education.

Delegates reached a consensus on several fundamentals. Providing expanding educational opportunities requires action at every level of instruction, from pre-kindergarten through post-graduate training.

Moreover, the university has no less an obligation to adults who are beyond college age but who, because of the demands of a changing technological society, require continuing educational opportunities. It was agreed that merely opening doors to Negroes and other Americans outside the educational mainstream will not be sufficient. Education must be related to these groups in new and more effective ways. Supportive programs will be necessary at every level.

The basic commitment of higher education in America must be to the fullest possible development of the talents of those individuals able to make use of higher education. Whatever blocks that development should be repugnant to the university, whether it is inadequate knowledge, poor teaching, or social-cultural patterns different from those of the larger society. While the focus of the conference was on the Negro, it was recognized that the innovations in education which can be anticipated with full integration in education will mean higher levels of educational excellence for all, with the entire nation the beneficiary.

At the close of the conference, delegates passed the following resolution:

"We hold that any form of discrimination based on race, religion, national identity, economic status, or sex is morally repugnant, violating our Judeo-Christian ethical heritage and the democratic ideals embodied in our national creed. We further hold that any such discrimination occurring in any educational institution violates the very trust and purpose of that institution. It is the responsibility of educators to act immediately and decisively to eliminate discrimination and to remedy its destructive consequences even though many of the causes of discrimination lie outside the formal boundaries of their institutions. This conference believes that institutions of higher education must be fully committed to effective action in this regard."

It is in the spirit of this resolution that the Blueprint for Action should be viewed.

[1]Preliminary conferences were held at Wayne State University and the University of Michigan during 1963 at the invitation of the President's Committee on Equal Employment Opportunity.

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

A *UNIVERSITY honestly committed to helping the Negro should first put its own house in order.* This can be done in a number of ways:

(1) Improve counseling services to the point that Negro students develop academic confidence. These students should be made aware that new career lines are open in non-traditional occupations, that doors are open to financial aids and that graduate study should be a normal anticipation during college preparation.

(2) Increase student employment opportunities to insure that all students who must work in order to remain in school will have equal job opportunities. In no case should menial and degrading positions come to be associated with Negro students. Every effort should be made to make these jobs as relevant to academic programs as possible.

(3) Make clear that all student and faculty housing, both on and off campus, not only is governed by an open occupancy policy but that fully integrated housing is the preferred condition.

(4) Increase the number of training scholarships and fellowships.

(5) Encourage greater Negro student participation in campus organizations and events. The vigorous implementation of an anti-discriminatory policy for student social organizations is an important beginning but more imperative are efforts to help Negroes and whites to be more comfortable in the presence of each other. More opportunities to develop acquaintanceships in positive settings should be provided.

(6) Offer more specialized courses and tutorials for those requiring academic help because of the special problems that arise in *de facto* segregated elementary and secondary schools. Remedial efforts may be needed for students from predominantly white as well as predominantly Negro schools, although the problems may be different.

(7) Provide appropriate visibility for Negro graduate students, graduate assistants, teaching fellows, and research assistants as inspirations for undergraduate students.

(8) Recognize the multiple advantages of assigning Negroes in student teaching to white schools and whites in student teaching to Negro schools. In no case should the School of Education's student teaching program contribute to *de facto* segregation. Wherever possible, programs mounted by the university in teacher education should give preference to schools of low achievement in depressed areas.

(9) Make greater use of existing governmental and business internship training programs to encourage students to pioneer in a variety of disciplines. The universities can experiment by developing new urban-internships in the field of community development. Increase the number of occasions when Negro performers, scholars, and public personalities are brought to the campus. Frank and open discussion of the Negro in American life should be given emphasis.

Care should be exercised that these new programs fit appropriately into the variety of curricular and co-curricular activities designed to enrich student life on campus.

(10) Encourage Negro students to participate in junior-year-abroad programs.

(11) Establish special programs during the summers after the students' junior and senior years in college to prepare them for graduate study.

(12) Provide graduate fellowships for those college graduates going immediately into graduate school. Make conscious efforts to increase the participation of Negro students in graduate study, including the establishment of special post-baccalaureate programs of study to assist in qualifying more students whose college training and/or performance may have been deficient for regular graduate study.

(13) Make increased use of conditional status for beginning graduate students.

(14) Recruit college graduates in business, government, and industry to graduate school study.

(15) Seek additional qualified graduates from predominantly Negro colleges for graduate and professional study at major institutions.

(16) Help Negro students through the institution's employment service, to achieve employment appropriate to their preparation. Special assistance often will be required.

(17) Offer leadership for the community in promoting inter-racial housing opportunities wherever possible.

(18) Make certain in recruiting faculty that Negro applicants are considered for positions at all levels. Similarly, open recruitment and promotion should characterize all other administrative and service positions in the university.

(19) Give attention to ways in which those who have been served the least can enjoy equal opportunity. For example, it would seem necessary that more Negroes be appointed to Boards of Trustees.

(20) Take care to assure in constructing the university's physical plant that contractors and unions on the job are in full compliance with federal and state anti-discriminatory employment regulations, especially if public funds are expended.

THESE and other internal policy changes can provide a strong base for further action and research programs as the institution moves toward an expanded program to help Negro and white students gain a larger perspective on themselves and upon the society they will inherit.

These measures constitute a mere first step. Universities have a major role to play beyond their own academic programs. Especially important are the main changes that universities can help bring about by greater attention to public school education at every level. As mentioned, universities have a responsibility to the students whom society has placed at a disadvantage. This obligation should be discharged at every educational level from pre-

kindergarten through adulthood. Directly and indirectly, universities have a vital role to play.

IN TERMS of the help prospective college students need, the line between high school and college often is blurred. For its prospective undergraduate students, universities should:

(1) Make admissions requirements more flexible in order to give full opportunity to those who are not properly identified by traditional screening instruments.

(2) Review admissions requirements generally to achieve a student body drawn from a variety of backgrounds.

(3) Support special pre-college training programs for students during the summers of their high school years.

(4) Increase counseling services to high school students who have not seen college as a goal.

(5) Identify bright Negro students and evolve special programs to assure their entrance into college.

(6) Provide scholarships for students on a broad base and not just for those with extremely high grade point averages.

(7) Provide increased orientation and counseling services to parents of prospective college students.

(8) Increase the number of independent study programs of all types and encourage wider use of programmed instruction.

(9) Provide adequate study facilities for those who, because of their home environments, find it difficult to study.

(10) Place special emphasis on the identification, recruitment, and training of students for the technological sciences, business, and government service as careers, while not neglecting or discouraging those who aspire to the traditional fields of teaching, social services, medicine, and the liberal arts.

(11) Develop college-related remedial and enrichment reading programs, as well as special how-to-study techniques to increase the student's chances of attaining success in college.

(12) Provide special training programs to assist students in passing college entrance examinations and in developing the art of meeting with confidence special scholarship examinations and interviews.

(13) Engage in student exchange programs, especially with predominantly Negro colleges in the South.

For all of these programs designed to bring more Negroes and other disadvantaged students into higher education, money will be required for equipment, libraries, out-of-pocket expenses of students, faculty released time to work on the programs, travel, and additional staff. These expenditures should be viewed as an investment, which will return benefits to all.

AT THE elementary and secondary school levels, universities should provide programs aimed at both students and teachers.

(1) Expand research and instruction in pre-school education. While some attention already is being given to cognitive problems arising out of home environments, efforts to accelerate integration will require better understanding of how to avoid teaching the children of one racial group to feel superior and those of another to feel inferior. Where possible, the university should promote fully integrated pre-schools in the community.

(2) Support research on the teaching of reading, diagnosing reading deficiencies, and programming remedial sequences. Special attention should be given to problems related to motivation.

(3) Expand guidance and counseling facilities to permit the identification of problems more promptly and to provide effective remedial procedures.

(4) Direct the university's resources to needed revision in public school curricula. Special attention is needed in the social sciences where Negroes and other ethnic groups frequently are omitted or slurred. Following the pattern of curricula revision in the sciences, the universities must make available their best scholars to bring about needed improvement in the quality of teaching methods and materials.

(5) Expand the use of audio and visual media. These approaches will permit fresh departures in instruction and may bypass some blocks now apparent when traditional instructional techniques are employed.

(6) Provide special programs for the bright Negro student as well as separate special programs for Negroes in danger of dropping out of school.

(7) Develop special teacher training programs for those who will serve in schools in the inner core of cities where Negroes and others from minority groups are living in large numbers. More in-service training programs must also be provided. They must be designed not only to inform teachers about sub-cultures in America, they must also aim to develop positive appreciation for these sub-cultures. These programs must be of such quality as to help to reverse the flight of teachers to suburban schools.

(8) Provide more counseling and guidance training which takes into account the special supports students require in order to develop effectively in a society in the process of becoming integrated.

(9) Train non-certificated college graduates to assist in those schools which have prepared their students most poorly. These are often those schools which serve Negroes.

(10) Initiate a variety of conference and institute programs for teachers in order to promote their understanding that an integrated school experience for students is educationally desirable as well as morally right.

SINCE 80 percent of all Negroes in higher education are enrolled in the predominantly Negro colleges in the South, midwestern universities have responsibilities to help.

Predominantly white universities in the North as well as those willing in the South should:

(1) Engage in faculty, administrative, and student exchange programs.

(2) Encourage research in all disciplines.

(3) Help revise and improve curricula.

(4) Provide fellowships for Negro faculty members to permit them to pursue graduate training or postdoctoral study.

(5) Inaugurate summer institutes to bring the latest knowledge in the academic disciplines to Negro faculty members.

(6) Provide additional institutes and training programs for prospective college administrators.

(7) Establish faculty seminars within the smaller institutions as a means of encouraging a more effective interdisciplinary approach to research and instruction.

Improving the faculties of these institutions to put them in a competitive position to attract and hold good faculty and students of all races is a major job, but one that can also bring benefits to all participating universities.

UNIVERSITIES have no less a responsibility for fulfilling the educational needs of adults, some of whom have no formal college training, some of whom have incomplete and/or obsolete college educations, and others with baccalaureate degrees who desire and need special preparation for employment or entry into graduate and professional schools.

Universities can:

(1) Create continuing education opportunities for adults who already have advanced training.

(2) Cooperate with vocational schools in keeping their training programs abreast of new knowledge.

(3) Utilize the reservoir of talent among Negro career women to work with other adults to stimulate their motivations and restore their confidence.

(4) Provide both credit and noncredit courses through extension divisions to train, retrain, and keep trained adults who are now employed.

(5) Inaugurate lectures, discussion groups, and institutes with business, labor, government, educators, etc.,

giving attention to the Negro, his culture, and its positive attributes.

(6) Assist industries to establish more in-service training programs for adults.

(7) Encourage appropriate departments of the university to engage in problem-solving action programs at the neighborhood level.

(8) Utilize students and faculty to provide educational programs in housing developments and in other low-income areas of our cities.

(9) Seek ways to utilize the reservoir of talent among college-trained housewives, Negro and white, and to provide possible degree programs scheduled to permit women with home responsibilities to return to the campus.

Often this need can be met in the form of direct counseling programs to bring adults back into regular college or graduate programs. At other times, it may involve working with high schools, cooperating with community agencies, developing adult education programs, or providing special services to individuals who are returning after extended periods of separation from academic life.

THE STRONG undergirding for all these programs to bring the Negro students and scholars into the mainstream of education must be research.

Universities should:

(1) Establish joint research projects with scholars at predominantly Negro institutions and agencies.

(2) Undertake a personnel inventory of potential researchers among Negro scholars.

(3) Establish a clearinghouse which should include bibliographies of research, collections of publications, and project results.

(4) Insure that research should include:

(a) Informational studies which will provide facts concerning remedial needs, learning capabilities, motivations and aspirations, admissions policies of institutions, housing patterns, job placement problems, and consequences of discrimination and deprivation.

(b) Intensive studies to form a basis for more systematic action in the future. They should include fresh new examinations of such subjects as the more subtle operations of prejudice, the relationship between attitudes and action, and basic problems of self and social imagery in the learning process.

(c) Applied theory projects designed to experiment, to test hypotheses, and to translate abstract concepts into action models.

(d) Operational studies to evaluate continually such action programs as faculty and student exchanges, scholarship programs, remedial workshops, and student tutorial projects.

(5) Provide easy loan privileges for items from collections needed to do research.

The conference delegates believe that in addition to these specific programs which should be encouraged, supported, and financed through universities, there is an area of regional and national concern involving the Negro and the American university.

The delegates called for the establishment of an adequately financed national commission to assist and evaluate Negro higher educational institutions and the broader problems of the Negro in higher learning throughout the nation. This commission would prepare a "Blueprint" for a national approach to the fulfillment of the needs and problems associated with providing equal opportunities for all in higher education.

The delegates asked that a national conference be called, following publication of the study commission's "Blueprint," to implement the recommendations in the commission's report. Representatives from all of higher education, philanthropic foundations, the federal government, and other experts should be invited to participate in planning for the implementation of the "Blueprint." And finally, a national clearinghouse for information should be established to cross-fertilize the new ideas, methods, programs, and projects that are being planned and undertaken throughout the country.

Delegates unanimously agreed to request member institutions of the C.I.C. (Committee on Institutional Cooperation) and other colleges and universities in the Midwest to make staff available to implement these programs, plan for subsequent conferences, and to provide a continuing review of progress toward full integration.

The national commission, conference, and clearinghouse are all urged in full recognition that any creative policies and approaches which evolve in these special efforts will greatly improve all of American education and especially benefit the nation by rapidly expanding the population of well trained and highly educated Americans to fulfill our future manpower and brainpower needs.

For all these "action programs" designed to compensate for more than a hundred years of educational neglect, a great deal of time, money, energy, creativity, imagination, and zeal will be required. Universities must lead the way.

Donald R. McNeil,
University of Wisconsin (Chairman)

E. J. Forsythe,
Wayne State University

N. Edd Miller,
University of Michigan

Jackson W. Riddle,
Ohio State University

Comments:

I have read with deep interest the "Blueprint For Action" designed by the delegates to the Third Inter-University Conference on the Negro. The document represents a significant milestone of both commitment and cooperation toward progress in the national interest. The Blueprint is recommended as priority reading by administrators and heads of both large and small institutions of higher education. It is a model for the kind of serious and positive approach that must be taken to implement one of the most critical present responsibilities that all institutions of higher education are called upon to bear in behalf of our national manpower and social needs.

Francis Keppel
Commissioner,
U. S. Office of Education

This effort by colleges and universities to achieve greater educational opportunity for Negro students is most timely. Effective cooperation among institutions at all educational levels is essential to end the last vestiges of segregated education and help achieve a society in which race and color no longer determine the quality of education an individual receives, nor the esteem in which he is held by others, nor the job opportunities open to him, nor the place he can live, nor the position in society he can attain.

James E. Allen, Jr.
Commissioner of Education,
New York State

I find myself in full and hearty agreement with the views and proposals embodied in the Blueprint for Action. There can be no doubt that this country faces problems of great magnitude and complexity as we undertake to correct the errors of the past in the field of race relations, and to plan future programs to com-

This Blueprint for Action was made possible through funds donated by The Johnson Foundation and the E. I. duPont de Nemours & Company. The Johnson Foundation also financed the Wingspread Conference upon which this Blueprint was based.

Comments: (Continued)

pensate for their consequences. The conference that produced the Blueprint was clearly under no illusion as to the difficulty of the task or the number of directions in which new and aggressive efforts must be directed. The result is a document that gives a clear picture of the problem and a group of truly elevating proposals for dealing with it.

John H. Fischer
President, Teachers College,
Columbia University

A national goal in education must be the removal of all discrimination because of race, creed, or color. Mere removal of barriers to entry and proclaiming that doors are open will not suffice. Higher education must act much more aggressively and imaginatively. I commend this "Blueprint for Action," and call on all members of the higher education community to assume constructive and responsible roles within their respective communities, institutions, and organizations in efforts to improve race relations and equalize educational opportunity.

Logan Wilson
President,
American Council on Education

I do not ordinarily endorse proposals in which I have had no part, but the "Blueprint for Action" is such a good document, and reflects so closely our own aspirations at Brown that I am happy to do so.

Barnaby C. Keeney
President,
Brown University